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ABSTRACT

The final report summarizes the proceedings of the Midwest Conference on the Education of Hispanics, the last in a series of five regional working conferences sponsored by the U.S. Department of Education. All five keynote addresses, which provide an overview of Hispanic education, are summarized. Nine individual presentations and discussions concerned: Hispanics in higher education in the Midwest; a framework for bilingual education public policy analysis in the United States; expansion of and differentiation in the higher education system; a review of the problems, programs, and policies of career/vocational education for Hispanics; the exceptional Hispanic; working with the community in bilingual education; migrant education; psychological services and counseling for Latino children; Hispanic students and the interface between desegregation and bilingual education in three major midwestern school districts. Recommendations cover: higher education; community colleges; funding; bilingual career, vocational, and technical education; bilingual special education; education and parent and community involvement; migrant education, psychological services and counseling; and desegregation. The conference evaluation and a list of participants are appended. (AH)

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Proceedings
Midwest Conference

The Education of Hispanics

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May 22–24, 1980
Palmer House
Chicago, Illinois

RC 01 33 96

The findings and recommendations of the *Midwest Conference on the Education of Hispanics* which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department of Education should be inferred.

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CONFERENCE OBJECTIVES

1. TO PROVIDE A FORUM FOR DISCUSSING A BROAD SPECTRUM OF EDUCATION TOPICS TOGETHER WITH PROGRAMMATIC AND POLICY ISSUES OF MAJOR CONCERN.

2. TO HEAR FROM BOTH ANALYSTS AND PRACTITIONERS THE PROBLEMS THEY EXPERIENCE WITH FEDERAL, STATE, AND LOCAL POLICIES/REGULATIONS AND TO REQUEST THEIR COMMENTS AND RECOMMENDATIONS FOR APPROPRIATE CHANGES AND IMPROVEMENT.

3. TO BRING TOGETHER FEDERAL, STATE AND LOCAL EDUCATION OFFICIALS AND PROFESSIONALS, PARAPROFESSIONALS, AND INTERESTED LAYMEN TO CREATE AN AWARENESS OF THEIR RESPONSIBILITIES AND ACCOUNTABILITY REGARDING THE EDUCATION OF HISPANICS IN THE UNITED STATES.

4. TO REPORT THE FINDINGS AND RECOMMENDATIONS OF THE REGIONAL CONFERENCE TO THE DEPARTMENT OF EDUCATION AND OTHER APPROPRIATE AUTHORITIES FOR THEIR AWARENESS AND RESPONSE.

THE 1980's, A NEW DECADE FOR HISPANOS

Not long ago I was a Chicano.
In the midwest I became a Latino.
In this new era I am an Hispano.
With each label I remind myself-
soy Americano !

Yet

I have been mistaken for a mojado
I have been called a Puertorriqueño
and mistaken for a Cubano.
I could be either—if I am a true Hispano.

¿Qué soy? ¿Para dónde voy?
Qué importa-
because I travel through the road of inequality
over the valley of injustices
covered with a mist of racism.
I advocate for solidarity-
while I sit in the rear of the bus!

by

Leodoro Hernández

The Final Report is a summary of the proceedings of the Midwest Conference on the Education of Hispanics held at the Palmer House Hotel in Chicago, May 22-24, 1980.

The Midwest Conference on the Education of Hispanics was the last in a series of five regional working conferences sponsored by the U. S. Department of Education.

These conferences resulted from recommendations made at a National Conference on the Education of Hispanics held in Alexandria, Virginia in August 1978. As in the other regional conferences held in San Antonio, San Francisco, New York, and Miami, the overall purpose of the Midwest Conference was to identify issues of concern in the education of Hispanics and to bring these, along with our recommendations, to the attention of policymakers.

This report provides the reader with a summary of the keynote speeches, individual session presentations and discussions, and final session recommendations.

The names and addresses of those in attendance at the conference are also included.

We are hopeful this report on the regional conference will serve to increase the awareness and responses of the Department of Education and a diverse audience of individuals involved in educational functions and activities of Hispanics throughout the ten states of Region V and VII: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin.

The U. S. Department of Education, Regions V & VII would like to acknowledge the following agencies and their staff members for their support and financial assistance in making a success of the Midwest Conference on the Education of Hispanics.

ASPIRA, Inc. of Illinois

Illinois State Board of Education-Bilingual Section

LULAC-Wisconsin

Midwest National Origin Desegregation Assistance Center

Midwest Resource Center for Bilingual Education

Chicago Board of Education

Particular thanks are extended to the staff of the Midwest Resource Center for their time and hard work at the conference, and in preparing the Executive and Final Report of the Conference.

Leonel Campos and María Medina Seidner, Cochairpersons, of the conference, should also be commended for their work in editing this report.

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GENERAL SESSIONS

Topic: Keynote Address, Thursday, May 22, 1980

Speaker: Michael Bakalis, Deputy Undersecretary, U.S. Department of Education

Year after year, immigrants have been forced to pay an increasingly high price to enter mainstream American life. Secretary Bakalis stated that no immigrants should have to change their names, neglect their language, or otherwise compromise their cultural heritage in order to be accepted. Although this pattern has been perpetuated by other immigrants who have successfully adjusted to American life, Bakalis maintained that it is a mistake to look at the past as a model that is appropriate for the 1980's and beyond.

During the 1920's and 1930's, immigrants dropped out of school and were quietly absorbed by an economy that was basically an unskilled one. However, the thousands who drop out today are not being absorbed as they are faced by a service economy which demands certain kinds of skills for survival. Never before have the schools been asked to do what the Hispanic-Americans are asking them to do - to create a bilingual/bicultural emphasis throughout the educational system. Never before has the United States been faced with the preponderance of one language other than English.

A recent report, "Condition of Education for Hispanic Americans," reveals such facts as:

. In 1977, 20% of all Hispanic families had incomes below the poverty level.

. Hispanics aged 14-19 years are twice as likely as non-Hispanics not to complete high school.

Bilingual education can be the solution to high drop out rates and poverty levels among Hispanics. However, the effort must now be doubled to inform Hispanics as well as non-Hispanics about bilingual education, its merits, and its importance.

The quality of teachers is a critical element in the education of Hispanics and other immigrants. A teacher should not only be bilingual and understand the process of teaching; he/she must also have an understanding of the cultural variations and differences of Hispanics and other groups. Such cross-cultural understanding, which has been neglected by teacher preparation in the past, must now be addressed.

At the very time that Hispanic students need an emphasis on basic skills, schools are concentrating more on solving various social ills. Their ability to impart basic skills has been diluted by an increase in programs such as driver's education, sex education, and consumer education.

In addition to bilingual education, the proposed Youth Act of 1980 can also be expected to improve education and job opportunities of Hispanics. Research has shown that the connection between skills, retention in school, and jobs is a very important one. As a result, the Youth Act is an attempt to keep students in school and teach them job skills, while also providing job opportunities for them. A locally initiated process by school and labor officials will plan a district program in which each teacher is responsible for the instruction of basic skills. At the same time, the local business community will provide jobs for the students.

Local vigilance, concern, and political activism for the Youth Act and other federal programs are extremely important for Hispanics. There is not a question of whether Hispanics will have power, but when and how it will be achieved and exercised. The new America that is being created will give power to Hispanics. Ultimately, the foundation of that power is knowledge. Saber es poder.

Topic: General Session, Friday, May 23, 1980

Speaker: Graciela Olivarez, Senior Consultant, United Way of America

Although a grim picture of education for Hispanic-Americans has been documented by a recent report, these unsatisfactory conditions and disturbing trends have long been evident to Hispanics. Several measures are proposed to alleviate present conditions and to improve the education of Hispanics.

Before the end of this decade, Hispanics must educate themselves as to who they are, why they are, and where they are from. It is very important for Hispanics to learn each other's similarities and differences. Hispanics are unique in their sharing a common language and religion, but they are divided by various economic, social, and political factors. It will become increasingly clear that by creating a common cause, Hispanics will assure themselves of a fairer measure of justice as well as the right to cultivate their distinctive traditions without forfeiting any right to claims to be considered fully as Americans.

There is currently no national center which can ascertain and make public the condition of Hispanics in order to formulate beneficial public policies. However, by September 1980, it is hoped that such a center, staffed by the best Hispanic researchers, will be established possibly in Chicago. Some of the topics that should be addressed by such a research center are:

- Is bilingual education helping Hispanics acquire the English fluency needed?
- How important is bilingual education?
- What is the quality of the Spanish that is spoken in the U.S.?
- How many undocumented aliens are there?
- What are the circumstances of Hispanic agricultural workers in this country?

. What are the unique sensitivities brought by Hispanics to the Christian religion?

As long as Hispanics and the nation as a whole are kept ignorant of the true condition of Hispanics, the federal government will have difficulty in understanding and remedying the difficult situation presently being faced.

Another area that must undergo some changes is the mass media, one of the strongest forces in the field of education. There are 1,762 daily papers in the U.S., and two thirds of them have not hired a minority news professional. Only 4% of employees in the newspaper industry are minorities. Of this 4%, only 1% are Hispanics. Hispanics can educate themselves and their children, but until more Hispanics are hired, all will suffer from the perceptions that the dominant society has about them.

We Americans expect everyone to cater to our needs, but we cater to no one. This must change and it is hoped that the city of Chicago will follow the initiative of Miami and San Antonio in utilizing both Spanish and English as official languages.

Topic: Lunch Keynote Address

Guest Speaker: Ambassador Esteban Torres, Special Assistant to the President of the United States
Washington, D. C.

In his introductory remark, Ambassador Torres, stated that he was extremely honored to have been invited to address this impressive gathering of Hispanic educational leaders in the Midwest. Mr. Torres was pleased at the number of Hispanics in the 10th State Region, holding important positions in state and local government agencies, although, as he was quick to point out there were still not enough and there was a critical shortage of Hispanics in the key high positions. He spoke of the impact that educators have made in our society. In particular, he spoke about an educator, professor, and administrator we should be proud of-Julian Navarro-who was recently named U. S. Ambassador to Mexico.

Ambassador Torres stressed the importance of this conference and stated that this is just a beginning. The recommendations coming forth from this conference,as well as from the other regional conferences will be formally presented in Washington and will be supported by him.

Ambassador Torres has been asked if Hispanics can meet the challenges of the future. He doesn't doubt it, if we can think the unthinkable. So, as we enter the decade of the 80's,it's incumbent upon us to think thoughts beyond the confines of traditional advancement and progress. As we challenge our leaders to be representative and as we demand our government to be responsive so must we challenge ourselves. Mr. Torres issued to the audience the challenge of preparing our people and instilling in them and in our young a thirst for knowledge and curiosity to explore the unknown. As educators and administrators we are in the position to motivate the

young and to help them cope with the English speaking society without losing their culture and their language. We should educate our children in the most thorough and comprehensive manner. We should regard the challenges as Hispanos. We all have coomon problems and must fight them together and not as separate groups.

He was proud to point out that this administration has appointed more than 180 Hispanos to high positions both in the Cabinet and in the Department of Education and more people are in line for other high administrative positions.

Mr. Torres assured us that even though spending should be curtailed, the administration commitment that was set for education has not been touched. The 1980 budget request of $174,000,000 will enable the addition of 126,000 pupils to enroll in bilingual programs and no cuts have been recommended.

Ambassador Torres ended his dynamic presentation by paraphrasing Theodore Roosevelt: It is not the critic that counts, the person who criticizes the woman or man that stumbles or falls. Though the one who really counts is that woman or that man in the arena whose face is covered with sweat, dust or blood. Those are the people who want to achieve and to do things. If, at worst, they fail at least they did so. We call this "choosing to dare." And those people that choose to dare will never join the ranks of those timid critical souls who know neither defeat nor victory.

Topic: Banquet Keynote Address, May 23, 1980

Speaker: Josué González, Director, Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education
Washington, D.C.

Changes in demographic patterns and in the economy might have an unexpected impact on the education of Hispanics and other minorities during the 1980's. Dr. González compared the demographic and economic picture of 1965, when the Elementary and Secondary Education Act was first passed, and the situation that is faced at the beginning of this decade.

Even though there was strife in the political arena during the 1960's, a relatively healthy, growing economy, a sense of righting some of the wrongs in society, and other factors served to encourage the passage of the ESEA and and other federal programs. The healthy environment was creating a climate of optimism.

Today, however, we are faced with economic problems and demographic dynamics that may make a difference in the education of Hispanics. The energy crisis and its many ramifications are causing exasperation, anger, and resentment in more and more American taxpayers. These frustrations are not being expressed against the oil companies but through tax revolts and refusal to pay taxes that might take care of educational needs.

While there has been a decline in the birthrate of white American children and an increase in the birthrate of minority children, particularly Hispanics, the majority of the political power to influence the levying of taxes and decisions as to where the revenue will be spent continue to rest in the hands of white,middle class Americans.

These economic and demographic circumstances may cause some very real questioning about the wisdom of spending public funds on the education of minority children.

Additional observations made by Dr. González included:

- Since the necessary locus of political control is not in the hands of Hispanics, continued political involvement in education and educators' involvement in politics are a must.
- No progress has been made in educating the media about bilingual education. The media and others in society have made up their mind that it is ineffective and un-American.
- A serious analysis of the benefits of bilingual education needs to be conducted before the reauthorization of Title VII in 1982.
- Bilingual education is beneficial to all and more persons who are not of limited English proficiency should be involved.
- Continued adherence strictly to Title VII funding is dangerous and foolhardy. Additional sources must be sought.

QUESTIONS AND ANSWERS

Question: Has the bilingual vocational education funding been cut?

Dr. González: There is no word as yet on 1981 budget appropriations.

Question: Have the new Lau Remedies guidelines been published in the Federal Register?

Dr. González: No, but Lau Compliance Standards which will replace the Lau Remedies will soon be published.

Question: Does the Department of Education have any plans to respond to Tom Snyder's "Prime Time" report on bilingual education?

Dr. González: No, but other people should respond. The Department of Education, as all of the federal government, is not statutorily empowered to respond to public criticism.

Topic: General Session, Saturday, May 24, 1980

Speaker: Eugene Marín, Arizona State University

In spite of gains that have been made, we have failed in the mission of education for Hispanic children. Factors that cause the situation today to be the same as it was fifty years ago include:

- Hispanics who become public officials get caught in the same bureaucratic web that they previously had criticized.
- The real reason for educators' jobs, the students, is forgotten through the bureaucratic process.
- The public has decided that for all that has been said and done, educators have been unable to make education effective for Hispanic children.

Three recommendations which came out of a national conference in Washington, D.C., address the education of Hispanics:

- There should be a White House Conference to follow this series of conferences. First, however, the recommendations should be analyzed and categorized and a plan for implementing the solutions should be devised.
- A national coalition of Hispanic organizations should be formed. The Forum of National Hispanic Organizations is planning to open its membership to local Hispanic oriented organization.
- Hispanic educators should form a national accreditation association which ensures that high standards are maintained, and which applies sanctions where needed.

Educators have been politically very ineffective. A new tactic is to work together to defeat any incombent official who has been unresponsive to the needs of Hispanics.

The Lau vs. Nichols decision provided sufficient authority needed for bilingual education and there is enough of a national policy supporting bilingual education. What is needed is a rationale that cannot be challenged. That rationale is: Spanish is a more effective medium of instruction at the lower grades, for children who speak Spanish as a first language. Latin-American children who arrive knowing little or no English, in two or three

years outperform Mexican-American students and even many Anglo students. The reason for this is that these children have had the opportunity to develop conceptual skills using their native language prior to being thrust into a "foreign" environment. Research has shown that the most important asset which a child possesses at this stage of his life is his home language having learned its basic structure, its sound system and its most basic vocabulary. Beyond that, the child has learned to use that language to conceptualize notions, to ascertain calculations or judgments, to form images and make mental linkages about his/her family, environment, and to recognize his/her own work, person, being.

Now, thrust into a totally new linguistic environment, the child has to virtually start from ground zero - all or nearly all of the prior school readiness being wiped-out in one fell swoop.

The problems of the English language itself intensify the problems for a Spanish speaking child. According to Bruce Gaarder, children who enter school with less competence in English than monolingual English speaking children will probably become retarded in their schoolwork to the extent of their deficiency in English, if English is the sole medium of instruction.

The author has developed a program for the Phoenix school system in which students, on a volunteer basis, will be taught an all Spanish curriculum for grades one to six. A sophisticated ESL program will also be included for these six years. It is theorized that during the seventh and eighth grade, the knowledge from Spanish will automatically transfer to English. At that point, the students can continue learning as the Anglo students do. If this proposed program produces the results that are expected, it should be expanded to all parts of the country. Since Spanish is a more effective medium of instruction for Spanish-speaking children, its use should be encouraged by all educators.

WORKSHOP SESSIONS

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Topic: Hispanics and Higher Education in the Midwest: An Overview

Presenter: Isidro Lucas, U.S. Commission on Civil Rights, Chicago, IL

Reactors: Virginia Reyes-Kramer, Kansas State University
Rodolfo García, Latino Institute, Chicago, IL

Moderator: Rodolfo Cortina, University of Wisconsin/Milwaukee, WI

Recorder: Graciela Barrera-Brito, Wichita Public Schools, Wichita, KS

HIGHLIGHTS OF PRESENTATION:

There are many reasons why higher education is important, and some of them have to do with educational attainment, potential for leadership, access to political and social influence, etc.

It is true that education alone will not make the difference among minorities and specifically the Hispanic minority. A college education means an increase in earnings of 40% over high school education for white males nationwide, and a 20% increase in earnings for Hispanics.[1] Also, in 1977, while 2.2% of white full-time workers with a college degree earned under $5,000 a year, the figure for Spanish origin workers was 4.4%.[2] But even with these limitations, the impact of college on the earning power of the Hispanics is substantial. Therefore, the study of college presence of Hispanics is vital. That presence, as well as other data on Hispanics worry those who are interested in the progress of this minority.

In analyzing the current situation of Hispanics in Higher Education, he focused on the Midwest, defined as the federal standard Regions V and VII.

In doing so, it is useful to place this overview in the context of a national perspective. As of 1976, 34% of all majority males in the country had completed college education. Of the Hispanics, only 6% of the Puerto

Ricans and 11% of the Mexican Americans had completed college. Of majority women, 22% had completed college, while only 4% of Puerto Rican, and 5% of Mexican American women had completed college.[3]

But college completion is only one aspect of a more pervasive problem. Educational achievement is consistently lower for Hispanics than for non-Hispanics: among non-Hispanics, 3.0% of all persons had not completed 5 years of schooling in 1978; among Hispanics, the figure is 17.2% (for Mexican Americans 23.1% and for Puerto Ricans 15.0%).[4]

The number of Hispanics attending post-secondary schools in the Midwest is increasing. In Region V, from 1976 to 1978 the increase was 13%, from 1.09 to 1.24% of the total student enrollment. In Region VII, the increase was 14%, from .75 to .86%.

Patterns for individual states vary within the Region. While Illinois, Minnesota and Wisconsin lagged behind, the rest of the states in Region V kept pace with the regional average.

These figures are substantially lower than those of Hispanic enrollment in higher education nationwide (see above). A first explanation of this disparity can be provided by considering that Hispanics do not constitute in the Midwest as large a percentage of the total population as they do in the Southwest or the Northeastern Seaboard, or even in the country as a whole. So it is pertinent to compare rates of enrollment to those of the population in general.

[1] "Median earnings in 1977. Reported for year-round full time workers" Monthly Labor Review, June 1979, p. 36.

[2] Workers of Spanish Origin: A Chartbook, Bureau of Labor Statistics, Department of Labor, Bulletin 1970, 1978, p.68.

Table

Comparison Between Hispanics in Total State Population and Total, Full-Time (Graduate and Undergraduate) Student Population in Regions V and VII

	Spanish Origin % Total Population	Hispanic Full-Time Students	
		Total	% All Full-Time Students
Region V			
Illinois	4.37	10,742	2.06
Indiana	2.62	1,568	.78
Michigan	2.04	3,954	.89
Minnesota	1.17	1,281	.76
Ohio	1.52	2,237	.55
Wisconsin	1.68	1,766	.74
Region VII			
Iowa	.90	479	.44
Kansas	1.55	580	.8
Missouri	2.92	1,042	.53
Nebraska	1.67	1,577	1.4

Source: For Spanish Origin population see above, p. 9. For student population, U.S. Dept. of HEW/OCR, "Racial, Ethnic, and Sex Enrollment Data from Institutions of Higher Education," Fall 1976.

The speaker also discussed other enrollment questions as they relate to Hispanics in the Midwest. Specifically, the distributions of students among 2- and 4-year colleges, the proportions of Hispanic students attending public and private institutions, and the difference in Hispanic attendance figures for commuter and residential institutions.

The findings suggest that Hispanics, even where present in the enrollment of higher institutions, tend to cluster towards the less prestigious, and therefore, tend to earn degrees that open fewer job opportunities than the average or the majority student.

Of those students that are going to college, it is important to know what fields they are entering. Analysis of areas of study help determine whether Hispanic students are breaking down barriers to non-traditionally Hispanic fields. It is equally important to examine whether Hispanic students are entering fields which will enable them to get jobs and enjoy a new economic freedom.

Regions V and VII are well below the national average in all fields of study and enroll fewer students than the national average in the more desireable fields. Meager exceptions are the state of Wisconsin in the area of medicine where 2.9% of its medical students are Hispanic compared with the national average of 2.4%. Minnesota has 2.9% Hispanic students in the field of physical sciences compared with the national average of 1.9%.

Apart from sociological and political considerations, the importance of the field of study chosen by Hispanics has an immediate impact on job opportunities and the consequent economic progress of the Hispanic minoritities.

In the area of financial assistance, Hispanics are just not adequately benefiting from federal assistance in higher education, and the Hispanics in the Midwest are almost completely excluded from many of those programs.

Hispanics are seriously underrepresented in faculty and administrative positions in higher education. As faculty and administrators, Hispanics are needed to provide role models for incoming Hispanic students. They also would be required to influence the policies of the institutions so that they become more receptive to recruiting efforts, and actually modify the programs of learning and curriculum to make them more relevant to the needs of Hispanic students.

CONCLUSION:

This dismal picture should encourage Hispanic communities to intensify efforts at recruiting Hispanics as students and as faculty members for post-secondary education.

REACTORS' COMMENTS:

1. Virginia Reyes-Kramer, spoke on four areas: 1) Enrollment of Hispanics in institutions of higher education (IHEs), 2) Retention of Hispanics in IHEs, 3) Hispanic staff and faculty members, and 4) Suggestions for ways to recruit students. She felt that compared to the 60's there has been an increase of minorities in college. In the 70's colleges became more concerned with recruiting students. The problem was no followup on retention of these students at IHEs. Hispanic students need to understand the everyday workings of the university, the contextual rules of the college. Those who take college-prep courses in high school are more likely to go on to

college than a vocational education or general curriculum student. Hispanics are less likely to take college-prep courses while in high school. The Hispanic community claims that low Grade Point Averages are due to less than quality education received by their children. She gave the difference between Mexican American professionals and professional Mexican Americans (according to Richard Pescera). Mexican American professionals are persons who understand their responsibilities to all students in the university, they are qualified to advise and counsel students, and are acceptable to and influential with their colleagues. They are professionals in a professional community and their Mexican-American heritage is an added dimension and a unique strength. The professional Mexican-Americans see "chicanismo" as an end unto itself. They either encourage separatism or they espouse politicizing whatever educational program may come along within the university. Their qualifications are suspect and oftentimes they are not trained properly for higher education teaching or for administration. Comparing Mexican-American professionals and professional Mexican-Americans, Pescera asks, "Who is the window dressing and who is making the difference?" According to Virginia Reyes-Kramer we are not powerless as individuals in assuming an active role that will influence the recruitment and retention of Hispanics. She gave a quote from Henry Casso--"Education must be considered one of the most important essentials in the emergence, development, and self-determination of any people."

2. Rodolfo García: mentioned the difference between availability of data and access to quality data. The historical experience of each group is different and dictates that we should have data available for each of the groups. He said community colleges are doing a good job getting students. Nowadays more and more jobs are requiring higher education, so when we talk about the importance of higher education as an access to seats of power, we are increasingly not talking about power, but we're increasingly talking about jobs.

AUDIENCE COMMENTS:

1. Audience: We do a lot of analyzing and discussing, but we don't take much "action". He felt that in order to get power, we need more people participating in large numbers at grassroots level, not necessarily just those few at the top, who might just be figure-heads, and powerless.
2. Luis Murillo of Michigan: Because of low cost and "open-door" policy, community colleges and junior colleges have adequately addressed needs of minority students better than senior institutions. They have provided special efforts and have had more experience with "high risk" students (non-traditional students). The 80's will see more efforts towards attracting Hispanics (non-traditional students, foreign students, handicapped, or minority students).
3. Audience: Is the "open-door" becoming more and more a "revolving" door for all students coming into community colleges? He cautions when using data, that we know the facts. Even national and regional data does not always reflect local data. In Michigan, Hispanics are more evenly distributed in community colleges and four year

institutions than national statistics show.

4. Dennis Terdy of Illinois: Send people out to the high schools to actually talk to the students about their educational programs.
5. Audience: Keep in mind that part-time students are affecting statistics.
6. Rodolfo García, Reactor: It's not a matter of putting down community colleges or not putting community colleges down. It's a matter of considering their role in the higher educational system. The fact is that the community colleges are fulfilling that role well and they are serving to attract students into community colleges throughout the higher education system in the same way that the secondary system has been structured in such a way to accomplish that.
7. Rodolfo Cortina, Moderator: We should work together to build bridges between Junior and Senior colleges. Asked group to vote on support of the Midwest Council on Higher Education. Unanimous vote by audience.
8. Isidro Lucas, Presenter: In the Midwest there is a pervasive feeling that when we are talking about minorities this does <u>not</u> include Hispanics. So that concerns me a lot and the more we become known and we know about ourselves, the more likely that is going to disappear.

<u>ADDITIONAL COMMENTS</u>:

1. Develop programs to give Hispanic students the contextual awareness (an understanding of the everyday workings of an IHE) of the rules of IHEs, how to operate in an IHE, etc.

2. Rodolfo Cortina, Moderator: Support Midwest Council on Higher Education in its efforts. Also other groups in the midwest with similar aims.
3. Encourage high school students to take college prep courses. Hand in hand with this, try to have high school counselors who are sensitive to Hispanics.
4. Dennis Terdy, Illinois: IHEs need to send more representatives out to the high schools. Direct contact is crucial.
5. Virginia Reyes-Kramer, Kansas State University: Alumni groups can do a lot to encourage students to attend IHEs. Scholarship banquets, etc., can be a supportive group.
6. Rodolfo García, Latino Institute: Data is needed for each of the Hispanic groups, rather than lumping them all together as "Hispanics".
7. We need to gather our own data, not rely on others.
8. We need to push the newly established Education Department for data too.

Topic: A Framework for Bilingual Education Public Policy Analysis in the United States.

Presenter: Raymond Padilla, Eastern Michigan University

Reactors: Carlos Arce, University of Michigan
Alan Henkin, University of Iowa
Luis Salces, Omar, Inc.

Moderator: Renato González, Michigan Department of Education

Recorder: Susan Ramírez-Horton, Ohio University

HIGHLIGHTS OF PRESENTATION:

The continuation of ESEA Title VII and other programs may depend primarily upon the existence of a well articulated and firm national policy supporting bilingual education. Today, we are very far from having such a national policy. This presentation identified the gross parameters that are important to bilingual public policy analysis.

There are three elementary components that define and propel the bilingual education enterprise; theory, technology, and public policy. Specific dimensions of the public policy framework are the federal courts, the U. S. Congress, state legislatures, the mass media, and bilingual communities. The various constituents of these five dimensions and the relationship of the dimensions to each other were examined. It is intended that the proposed public policy framework would serve a heuristic function in helping to design and implement a research agenda.

Within this five dimensional framework, there is ample room for energetic and motivated researchers who would contribute to bilingual public policy analysis and formulation. However, since the motives and perspectives of any researcher ultimately influence results, such research should originate in bilingual communities, in order to be most effective.

Bilingualism and bilingual education cannot be successfully carried out if we are unaware of the many factors which alone and in concert determine their nature and outcomes. Therefore, we must be willing to carry out the systematic research required by this framework, with or without the federal government.

REACTORS' COMMENTS:

1. Carlos Arce: The presentation has not included the different kinds of research perspectives that should be rewarded and stimulated. Such perspectives should distinguish between a macro-, or micro-approach, pure or applied research, research directly or indirectly related to bilingual education, and research of historic or futuristic themes.

   In addition, the proposed research agenda should include:

   - legal processes
   - ethno-justice and the elements of racism and discrimination
   - legislative and administrative processes at both federal and state levels
   - socialization of Hispanic political office holders
   - development of micro-media processes
   - phenomena of bilingual communities
   - social identity of individuals and consequences of that identification

2. Alan Henkin: Since bilingual education hasn't been in existence long enough to examine the issues longitudinally, one useful approach may be the adaptation of some ideas set forth by other policy analysts who define public policy evolution along a continuum from an initial mandate through formal doctrine. As

we eliminate from the mandate those policy goals with only marginal support in the political system, a set of issues is defined that can be managed, implemented, and assured of maximum political support.

Hence, the original mandate, equal educational opportunity, becomes narrowed into formal doctrine giving rise to common issues which provide the basis for consensus and stability.

Any conceptual framework for bilingual education policy analysis should recognize that neither conflict nor consensus is inherently bad. There is nothing wrong with conflict in the evolution of bilingual policy and it should be expected, especially at the mandate stage that is now faced.

3. Luis Salces: If the research agenda as presented is carried out, the result would be a lot of frustrated researchers. In order to achieve a national policy on bilingual education and to develop a research agenda, two additional steps are necessary:

   - identify the potential users (e.g. Hispanic elected and appointed officials, Hispanic educators and community leaders) of the knowledge to be generated by the academicians
   - determine what kind of information is needed by our advocates to fight what is essentially a political process

   This process as presented assumes that there is a need to develop a firm national policy supporting bilingual education.

   - Should there be added an analysis of the ideological dimensions which permeate the formulation of public policy?
   - Dr. Padilla failed to include a fourth regulatory arm of the government, the Office of Civil Rights, which may be more powerful than the courts themselves.
   - What happens if there are few Hispanic elected officials or if a community is not organized? Of what value, then, is academic research?

Hispanic officials are not the only ones who are capable and willing to fight for a national bilingual education policy. There may be many anglos who are willing and motivated.

The generation of the search agenda for the academicians who are conducting research must not be done in terms of intellectual considerations, but in terms of what kinds of information are needed by those persons debating and lobbying for a national policy.

AUDIENCE COMMENTS:

1. Raymond Padilla, Presenter: A "cottage industry" approach, by means of $10,000 - $20,000 grants, should be taken for research in bilingual education. A "synthesizing" house which can receive all of the information generated and distribute it back into appropriate arenas, including politicians, is then needed. But we must make politicians aware of the number of Hispanic voters in their districts, and demand that they be accountable to their Hispanic constituency.
2. Eugene Marín, Arizona State University: This session makes it appear as if there is no national policy for bilingual education. However, if there were not some kind of policy, the federal government would not now be appropriating $184 million for bilingual education.

   More than policy, what is actually being sought is a rationale for bilingual education. The answer is a rationale that demonstrates its value for all Americans.
3. Raymond Padilla, Presenter: It is correct that a national policy

for bilingual education does exist. But the contours of that policy, and what it leads to need to be understood.

4. Renato González, Moderator: Persons who are in positions to interpret public policy as it makes its way to the local level should be included in the discussion of policy.
5. Gabriel Máximo Gómez: It is questionable that all Hispanics are in agreement with the need for, and value of bilingual education. The political advances of bilingual education are often examined, but the educational gains are often neglected. More longitudinal studies concerning the impact of bilingual education on the nation at large need to be conducted.
6. Alan Henkin, Reactor: The longitudinal analysis of public policy related to bilingual education will come later, since a consensual formal doctrine does not presently exist.

ADDITIONAL COMMENTS:

1. Renato González, Moderator: From the Michigan Committee for Spanish Speaking Affairs:

   . Specific federal funding sources must be identified within present funding sources (non-Title VII) and set aside for higher education in the Midwest in order to:
   - support Hispanic research by Hispanic groups
   - formulate "2 + 4" programs, outreach programs, and special support sources (e.g., financial aid, career counseling and tutoring)

   . Affirmative action in the hiring of college personnel, particularly professors and instructors, must be assured.

   . The scarcity of qualified teachers must be addressed through Department of Education non-competitive scholarships and fellowships for all persons desiring to become trained bilingual teachers.

2. Nell González, Chicago Board of Education:

   . An evaluation of designs should be carried out and implemented by practitioners in the field.

   . Questions should be raised about the value of maintenance vs. ESL programs.

3. Audience: High level articulation of program offerings should occur among the Department of Education, Office of Bilingual Education, Vocational Education Department and the Midwest liaisons.

Topic: Expansion and Differentiation

Presenter: Rodolfo García, Latino Institute, Chicago, IL.

Reactors: Guadalupe McDougald, Truman College, Chicago, IL.
Graciela Beecher, Latin American Educational Center, Fort Wayne, IN.
Francisco H. Ruíz, Penn. Valley Community College, Kansas City, MO.

Moderator: Carmelo Rodríguez, ASPIRA, Inc. of Illinois, Chicago, IL.

Recorder: Ladislado Hernández, Unified S.D. #457, Garden City, KS.

HIGHLIGHTS OF PRESENTATION

This paper is a part of a larger study which analyzes the role of Chicano/Hispanic participation in colleges and universities in the southwest. The author tries to analyze just where it is that Hispanic enrollment is breaking down, and tries to follow the patterns throughout the four year systems and look at Freshman enrollment, Sophomore enrollment, etc., through five states in the Southwest.

The paper provides an interpretation of the expansion of the higher education system. It is argued that this expansion, driven by a requirement for educated labor and a demand for increased access, has resulted in a sharply hierarchical system characterized by a clear division of academic labor. It is further argued that a critical assessment of Hispanic participation in two-year colleges must be analyzed in a larger conceptual framework which considers the role of these colleges in the educational system and their relation to the economic structure. The sharpest break in dropout rates occurs between the sophmore and junior years. Once a Hispanic student passes this barrier, he does as well as white students. (Asten from UCLA). Also, national figures show that participation in a two year college... reduces a student's chance for completing a degree by 12%.

The critical point made in this paper is that the higher education system has assumed, or has had thrust upon it, an increasingly central role in rationalizing the socioeconomic structure.

Given the increasing importance of increasing levels of educational attainment, we must examine the viability of educational policies which provide access to a system without considering the association of access to a meaningful and comprehensive interpretation of educational equity. Public policy in the area of equity in higher education has been guided to a considerable degree by the argument that increasing the accessibility of institutions will lead to the equitable participation of previously excluded groups. Access has been achieved in most areas through the construction of expansive systems of community colleges. These second-chance institutions have been assigned the task of equalizing opportunities in higher education.

The provision of access to Hispanics and other minorities can be interpreted myopically as a progressive policy initiated on the part of colleges and universities. However, assigning the role of educating these "new students" to institutions at the bottom of the status hierarchy reveals the conservative nature of such policies. The creation and maintenance of what is euphemistically called "diversity" in higher education offerings represent policies designed to buttress current structures of educational and social inequality.

REACTOR'S COMMENTS:

1. Guadalupe McDougald: felt that Rodolfo's paper was saying that by accepting the community college as our port of entry in post-secondary education, we are relegating ourselves, or that we have been relegated to a second rate education. By doing so, she said

he is perpetuating the ideology that four year institutions are better than two year colleges, that we are still second class citizens. She disagreed with this. She feels the community college is uniquely its own higher education. We should use this system to effect change. She no longer accepts the concept of being "non-traditional." The use of that term suggests that we are constantly trying to measure up to something that we are not. We as Latinos can decide for ourselves who we are, based on our own cultural values and traditions. Let's use the community college as a vehicle to open the door to a higher education system presently inaccessible to so many of us. It's up to us to change the system... we are bound by duty to open the door wider and effect changes that are relevant.

2. Graciela Beecher: stated that she felt that the community college was a monument to the failure of the school systems to educate Hispanics and minorities. She said that until Hispanics were treated, from K-12, as equals, they could not begin to be prepared for entry into higher education.
3. Francisco H. Ruíz: said he had real difficulty with the paper and that he tried not to be negative. He said that the term "Hispanic" says everything and yet says nothing. Hispanics are now putting life and identity together. He characterized Hispanics today just like the Blacks in the 20's. We copied the civil rights movement, but we have not been able to fit the civil rights movement into our own lifestyle. Blacks have had their own school since the Civil War. We need to establish a model for who we are and where

we're going. We can't talk about education as a white man does, abstractly. We're simply repeating the regular jargon. We know the problem, we understand what's going on, but what are we going to do about it... and I'm not sure that I heard any of that throughout the conference.

AUDIENCE COMMENTS:

1. In the last 15 years, the Jr. college has transcended into a community college concept. It now provides occupational-type programs rather than the "transfer type" program, mentioned by Guadalupe McDougald. Students now come seeking a skill that is actually more important to them than a degree. The Junior College does not always prepare someone to go on to a four year university.
2. Several members of the audience felt that the session had degenerated into a defense of junior colleges.
3. Community colleges are helping many adults who are taking only one or two courses. Community colleges also help students who have been told that they are not college material. Community colleges can be the link to the four year college.
4. Both the junior college and the community college have a mission depending on the service area. Do not compare the two.
5. The audience was assured by the moderator that each and every participant at the conference would receive a copy of the Conference Proceedings.
6. Ladislado Hernández, Recorder: Some four year colleges are only transferring a certain number of credit hours from community colleges. It is important that this not continue. Also, some community colleges are going into more technical (vocational areas) consumer type of needs.

ADDITIONAL COMMENTS

1. Luis Murillo, Grand Rapids Junior College: The American Association of Junior and Community Colleges needs to make junior colleges aware that "we are coming." At the state level, preparation needs to be made for the largest minority in the country. Notice should also be given to other organizations that are involved with Junior colleges.
2. Audience: More agency cooperation is needed. The Semester basis and credit hour structure that is used for reimbursement, at least within the state of Illinois, is not really conducive to intensive programs to gear adults to compete through a community college academic program. Community based organizations (CETA agencies) are doing some work preparing people to enter community colleges. There needs to be more cooperation and on-campus housing for those types of programs. Also, there should be more linkages between the agencies that can provide the support services for student retention in order to make the programs work.
3. Audience: There should be more data tracing patterns of enrollment, actually tracing individual students. Now there is only institutional data and enrollment data.
4. Ladislado Hernández, Recorder: Junior colleges should continue to have a strong curriculum so that when a student finishes his two years, he can go to a four year institution without any problem and finish up his degree.
5. Guadalupe McDougald, Reactor: Recommended that we use the community college now for whatever purposes, to get what we want. Then we can

change the system so that it is more responsive to us.

6. The history of each state community college needs to be studied, when and why it was created, etc... also where. Sometimes it is another way of segregating.

Topic: Problems, Programs, and Policies: A Review of Career/ Vocational Education for Hispanics

Presenter: E. Jeanne Lopez-Valadez, Project Director
Bilingual Vocational Education Project
Arlington Heights, Illinois

Reactors: Gloria Gutierrez, Whittier Jr. High, Lorain, Ohio
Manuel Sosa, Chicago Board of Education
William Gonzalez, St. Cloud, Minnesota Area Vocational Technical Institute

Moderator: Alfredo M. Gonzalez, Minneapolis Public Schools

Recorder: Santiago Garcia, Jr., Indiana State Department of Public Instruction

HIGHLIGHTS OF PRESENTATION:

The worsening economic situation and the changing nature of the world of work with its emphasis on technology and two career families have greatly affected the need for creative employment policies and training. These concerns are even more crucial to the Hispanic population which has historically had a higher unemployment rate, a disproportionate percent of unskilled, low-level jobs, and lower family income levels than the general population.

To meet the demand for broader career options and higher employment of Hispanics, the quality and quantity of career/vocational education must improve. The low level of participation by Hispanics can be attributed to the lack of four major elements: access, counseling, programmatic coordination and financial aid.

Hispanics who have sought entry into vocational training programs have found stringent academic and linguistic requirements. Assessment of a trainee's skills and aptitudes have generally been conducted with instruments which do not take into consideration the cultural and linguistic background of the trainee. Access is also related to physical location.

Counselors play a key role in career guidance and in placement of students in vocational programs. Unfortunately, there are very few bilingual/bicultural counselors to serve the Hispanic community.

Another factor affecting Hispanic participation in vocational education is the lack of programmatic coordination at the local level. Each program or department focuses on its responsibilities without regard for the sequential learning needs of the student. The cost of training is another enrollment deterrent for Hispanics.

Still another aspect of the problem is appropriateness. Appropriateness refers to the degree to which a program is designed to meet the specific needs of Hispanics. Three key questions arise in regard to appropriateness: 1) what are the special needs of Hispanics, 2) what strategies address these needs, and 3) who determines the appropriateness of programs/services.

If vocational programs are to be appropriate to the needs of Hispanics, they must take into consideration the cultural, linguistic, socio-economic and educational make-up of the population to be served. Moreover, vocational training must be offered in occupational areas not traditionally open to Hispanics, and in fields with upward mobility.

To reach out-of-school youths and adults, community centers and channels of communication should be used to disseminate career information. However, emphasis should not be solely on the preparation of Hispanics. If employment inequities are to be reversed, non-Hispanics must be sensitized to the needs and assets of Hispanics and to the value of cultural pluralism. Unfortunately much of what has been done goes unnoticed due to the lack of national research and dissemination efforts.

The scarcity of appropriate career and vocational programs is a result of the lack of Hispanics in decision-making positions at the local, state and federal levels. If long-range change is to occur, advocates for Hispanics must be represented at each level and in vocational as well as bilingual departments/offices.

The shortage of appropriate career counseling and training materials is another problem faced by programs. Specifically, there is a demand for bilingual/bicultural career resources, and bilingual vocational instructional support materials.

REACTORS' COMMENTS:

1. Gloria Gutierrez, Lorain, Ohio: Counseling in most high schools is not adequate. Counseling is very important at all high school levels. Students must know opportunities exist before they can train and prepare for them. Career education allows for assimilation into industry. People leave high school as economic illiterates.

   Don't channel people to vocational education if they really want to go to college.

   Many opportunities for Hispanic youth exist and this should be emphasized at all levels of education.

2. Manuel Sosa, Chicago Board of Education: There is a lack of coordination between the general programs and the bilingual programs. We need to inservice the general school staff that children need career education.

   Counselor responsibilities include coordination. Don't put people into positions who are not really ready or qualified to

hold those positions.

Priority: Get universities to start counselor training programs.

3. William González, Minneapolis Public Schools: Give students occupational understanding so they can have the same opportunity as any other student.

   Basic skills are necessary for all students, (i.e. math, reading, geometry and trigonometry skills.)

AUDIENCE COMMENTS:

1. Tony Arellano of Minnesota: Recruitment, Retention and Placement are extremely important.
2. Martha Silva of Chicago Board of Education: A connection between labor and education must be achieved for an organized effect.
3. John Frederick of Flint, Michigan Board of Education: Vocational education and career education should be incorporated.
4. Berta Hernández of Chicago Elementary School: At the elementary level, we are trying to mainstream the students into regular classrooms and completely erase their culture and background. Why can't they be bilingual/bicultural and make it in our society?
5. Max Updike of Fort Wayne, Indiana Community Schools: Schools cannot be controlled by Labor Unions - but they are!!! One school closed in Illinois due to the Labor Union running the school. Federal money is being used and therefore no one group can control the school.
6. William González, Reactor: We pushed for Hispanics to be involved in apprentice trades, etc. but we didn't follow through; e.g. 20

graduates from carpentry school - 1 was placed in a job, due to economic conditions, housing market slow-down, etc.

7. Gumercindo Salas: Vocational education money comes from the Department of Education, State monies sometimes match each other e.g., Labor-Education.

   Hispanics need to hold higher positions in the labor unions in order to have greater influence because the people who call the shots are the executive boards of the labor unions.

8. Audience: We have no input in Washington for Hispanics.

9. Jeanne López-Valadez, Presenter: In many cases local programs, local community agencies who receive CETA funding and other kinds of funding to do training end up subcontracting the actual training portion to a community college through which our vocational training occurs versus the area vocational centers in other states. In other instances, the local program tries to do the vocational training themselves and in some instances this is done without the trained personnel necessary to provide quality programs. It depends on the sophistication of the training area and the machinery involved.

10. Manuel Sosa, Reactor: Drop-out Prevention Program focuses on Jr. and Sr. high school students. This program is addressing the wrong crowd. It should focus on younger people.

11. Juliette Lester, Regional Director for Educational Programs, U. S. Department of Education, Region V, Chicago, Illinois:

    . We have many adults who need access to these vocational education programs.

- Basic skills: Watch the Youth Act of 1980 - Title II by Department of Education. Reinforcement of basic skills is good for vocational education.
- Federal government is a small factor in this operation. The state overmatched 8 to 1 the federal government.
- We are 1-1/2 years away from the Vocational Education Act.

12. Jeanne López-Valadez, Presenter: There needs to be more funding of bilingual-vocational programs to emphasize the positive aspects of bilingualism. These should assist both the limited English-speaker and the bilingual person seeking entry into occupations requiring bilingual skills.

Topic: The Exceptional Hispanic: Nobody's Stepchild

Presenter: Alejandro Benavides, Special Education Coordinator
Board of Education, City of Chicago, Chicago, IL

Reactors: Daniel Chávez, Department of Public Instruction
Alternate Program Section, De Moines, Iowa
Alba Ambert, Boston Public Schools, Summerville, MA
Rafaela Weffer, DePaul University, Chicago, IL

Moderator: Antonio Flores, Michigan State Department of Education,
Lansing, MI

Recorder: Angel M. Díaz, Chicago State University, Chicago, IL

HIGHLIGHTS OF PRESENTATION:

In spite of all the "efforts" being made and money being spent by the Federal government, state and local education agencies, professional and community organizations, most "efforts" undertaken on behalf of Hispanics consist of activities, which call attention to the "concerns" rather than the actual development and implementation of programs designed to assist us educationally. This "semi-coordinated piece meal" effort can most clearly be demonstrated and documented when we look at the area of special education. The major emphasis of special education must be on 1) program development, 2) program evaluation, and 3) program implementation. In spite of the yearly "call for papers," conferences, workshops and inservices, with few isolated exceptions, the Hispanic exceptional child of limited English proficiency is not receiving those educational services which are guaranteed by a number of landmark court decisions and subsequent legislation. This is ironic, when we consider that this child theoretically has more "rights" than most other school-aged children.

Whether they realize it or not, special and bilingual educators are natural allies. The problems encountered by both are almost identical: segregation, discriminatory testing and assessment, similar court decisions

and backgrounds and the exclusion of equal educational opportunities. The educational needs of the children served may differ; however, their ultimate goal, the right to an appropriate education, is the same.

The legislation for the education of all handicapped individuals can be said to have four major purposes:

1. To assure fairness and appropriateness in decision-making regarding the provision of special education to handicapped children and youth.
2. To guarantee the availability of special education programming to handicapped children and youth who require it.
3. To establish clear management and auditing requirements and procedures regarding special education at all levels of government.
4. To financially assist the efforts of state and local government through the use of federal funds.

In spite of court decisions, HEW guidelines, federal statutes, state and local regulations, the system fails to deliver those educational services considered appropriate. The reasons for failure are many and complex. The inability of many educators, psychologists, and administrators to diagnose between a child requiring bilingual education or special education can be documented. In too many instances Hispanic children with Limited English Proficiency are placed in Special Education instead of bilingual programs. Benavides reported about an Illinois suburban school that had enrolled 130 "foreign-speaking" students of whom 77 were in one school. He further related the superintendent's placement of the students into special education classes instead of a bilingual program, additionally receiving special education reimbursement from the State instead of available bilingual funding.

Even if we were able to get the schools to comply and provide an appropriate education, and if the federal, state and local agencies could provide

the additional funds required to develop and implement such programs, and if there were curriculum and materials available, along with research to base the methodologies untilized, there still would be one major obstacle to an adequate education for Hispanics needing specialized educational services. This major problem also requires immediate attention: There is almost a total void of qualified bilingual special education teachers.

REACTORS' COMMENTS:

1. Daniel Chavez, Reactor: In Iowa, there are no Hispanics in the gifted and talented programs even though there are 30,000 students enrolled in these programs.

   Some attempts at programs are: 1) special education for Hispanics who don't need special education, 2) ESL programs, and 3) bilingual and bicultural education.

   There are differences between ESL programs and bilingual programs and the educational opportunities in these areas differ as well.

   We are providing for handicapped children's needs but not for bilingual children's needs.

   Even with Hispanics, their language differs, i.e., the Cuban speaks Spanish and the Peruvian speaks Peruvian Spanish. The sayings differ as well as their cultural perceptions.

   Cultural opportunities are as important as language opportunities.

2. Alba Ambert, Reactor: Discussions alone will not solve the existing problems. I recommend recriminatory actions.

   Many children are referred to special education centers when they are really necessary. Remedial reading is not available in native language so the child is sent to special education programs.

The time span from referral to actual placement is too long. Assessment problems exist for the Hispanics as in this example:

The psychologist doesn't speak the native language. He gives the testing anyway and therefore gets poor results from the child. He then refers the child to special education classes.

The services/programs that are offered for LEP children are limited, e.g., family counseling, speech improvement, etc.

3. Rafaela Weffer, Reactor: Child rearing differs among all parents and this affects the child and as well as the way he perceives things around him. Also, parent-child interaction is not only different but very important. This interaction should be taken into account. Parents should become involved in the school system.

   Non-biased assessment is necessary as are good resources and printed materials.

   We don't know enough to create exemplary programs for bilingual/bicultural special education.

4. Alfredo González: We need to fully understand what bilingual/bicultural education means. We need to take that information and then teach the total child including his background.

   13 Commandments of Special Education offered:

   1. Diagnose the problem correctly
   2. Use categorical program funds wisely
   3. Implement funding
   4. Change the higher disproportionate representation of Hispanics in special education programs and the very low representation of Hispanics in programs for the gifted and talented.

5. Correct mislabeling and misplacement of Hispanic children in programs for the specially maladjusted.
6. Be consistent in the interpretation of state and federal related rules and regulations.
7. Be aware of the Hispanic parents' and community's rights and responsibilities.
8. We need qualified bilingual/special education teachers and other professional staff.
9. Most testing instruments are crucially biased and irrelevant to Hispanics.
10. We need good monitoring systems.
11. Teacher training programs for bilingual/special education teachers/personnel are necessary.
12. Understand and appreciate the intergroup cultural and socio-economic differences.
13. Obtain funding for bilingual/special education.

ADDITIONAL COMMENT:

Motion made by Ricardo Briones, Director of Bilingual Programs in Lansing, Michigan:

The above 13 Commandments (Problems) be presented to whomever or whatever group is going to make the final presentation to the Department of Education and any other consent parties in the process.

General Session

Juan Gaspar
Guitarist

General Session

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Conference

Higher Education

Bilingual Education

General Session

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Sessions

Elementary and Secondary Education

Elementary and Secondary Education

General Session

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Maria Medina Seidner
Manager, Bilingual Education Section
Illinois State Board of Education

Leonel Campos
Assistant Professor
Department of Corrections
Chicago State University

William McLaughlin
Regional Liaison
U.S. Department of Education

Harold L. Blackburn
Region VII
Regional Director for
Educational Programs

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Topic: Working with the Community in Bilingual Education

Presenter: Evangelina Holvino (Substituting for María Cerda)
Latino Institute, Chicago, IL

Reactors: José Xavier Martínez, Toledo Public Schools, Toledo, OH
Martha Silva, Board of Education, Chicago, IL
Mary González, Latino Institute, Chicago, IL

Moderator: Gumercindo Salas, Office of Minority Programs, Michigan

Recorder: Omar López, State Board of Education, Chicago, IL

HIGHLIGHTS OF PRESENTATION:

Bilingual education is more than just a school program impacting children in classrooms - it has the promise of providing a complete educational environment not limited to, or contained within, the walls of classrooms - but reaching out and incorporating the resources of the total community.

Based on this concept, the Latino Institute developed a three year Parent Leadership Training Program whose overall goal was to develop leadership among Latino parents whose children were enrolled in the bilingual programs offered by the Chicago Public School System.

Miss Holvino described the experiences of the Latino Institute trainers in implementing the first program of its type on parental involvement in bilingual education in Chicago. She mentioned the importance of parental involvement as a tool for leadership and community involvement as well as a way of assuring the continuity of bilingual education.

The Latino Institute developed a training program with three major goals:

1. To facilitate the development of bilingual councils through training of their members and making them fully functional.
2. To facilitate parents' effective participation in the educational process

3. To develop leadership among Latino parents

The first year of the program consisted of training staff in various areas such as: group process skills, learning about the public education system, working with the community, techniques of adult learning, bilingual education, etc. Long range training (8-12 weeks) was provided for each individual council.

The Latino Institute training process included:

1. Research on the community
2. Entry process in schools selected for training
3. Orientation in bilingual education, advisory councils, etc.
4. Needs assessment
5. Develop training plan
6. Implementation
7. Evaluation
8. Follow-up

Approaches to training during the second year:

1. Specialized training
2. Long range training
3. Short range training (3-6 weeks)
4. Follow-up training
5. Intensive training
6. District conferences

The major thrust of the third year was on institutionalization through follow-up in districts in which Specialized and Long Range Training had taken place the previous year. The intention of the third year follow-up was to consolidate training of key parents including executive members and

other interested persons, through the provision of additional areas of information and problem solving skills. Key parents were included in cluster follow-up training on the district level as a way of dealing with extensive parent turn-over in the executive group. In addition, an effort was made in some districts to develop a district wide parent network.

While follow-up was the primary activity of the third year, trainers also planned and implemented a number of district conferences, teacher in-services and orientations to parent groups on parental involvement in bilingual education and trained CETA personnel to become trainer aides.

Some of the accomplishments of this program are:

1. 40 local advisory councils have received training and are more effective now.
2. The public schools have institutionalized the training of parents for involvement in advisory committees and have allocated resources for such training.
3. The city has currently hired a citywide parent coordinator and a number of training program trainees to support parental training in local schools and school districts.
4. The Bureau of Multilingual Education has now instituted a citywide bilingual advisory council. Staff of the training program have been asked to help train this advisory council.

CONCLUSION:

Generally, parents are now viewed by the Chicago public school system as important contributors to bilingual programs and ways are being sought to train them and to incorporate them into classrooms and committees. This has made all our efforts worthwhile.

REACTORS' COMMENTS:

1. María González: Although Ms. González wasn't part of the staff at the beginning of the program, she's had the opportunity to meet with the parents that have gone through this training and have benefited from what they've already learned. She has learned of some of the frustrations that these parents have encountered: lack of assistance from the local educational system. Ms. Gonzalez is teaching the parent group to force the system to work within their structure. Rather than doing a needs assessment, she sits with a group of parents and attempts to find out the key thing that's bothering them in terms of their particular program. When they identify it, they then try to find out who the person is that's going to make the difference and direct their activities toward getting that person acquainted with their particular needs.
2. Martha Silva: She gave a slightly different perspective on what parental involvement is. She thinks Hispanic parental involvement should be one in which they speak for themselves. She mentioned three phases which Hispanics go through: 1. Basic needs -- if parents cannot meet their basic needs then how do you expect them to participate in a more sophisticated level such as an organization level. 2. Their need to be involved in the educational system, and the need to learn the skills to do this. 3. The need for programs for target groups, educators, community leaders, etc. in which teachers and parents meet to exchange ideas and discuss issues, concerns, etc. Ms. Silva thinks that these three phases are essential to really involve Hispanic parents. A key to the development of this process is a facilitator who could either be a parent who is

very active or someone within the institution. This person should be a facilitator and not a dictator. Ms. Silva hopes that in the end parents will speak for themselves, have self-determination and in turn determine the type of education that their children should receive.

3. José Martínez: He spoke of his experiences in forming an advisory council in the Toledo Public Schools. He learned that you don't have to have two-hundred people to make it a successful and effective council. You only need to have a couple of good key people; take the responsibility upon yourself to work with them and try to articulate and interpret what parents are trying to say. Put it down into educational jargon for the administrators.

AUDIENCE COMMENTS:

1. Audience: Commended the labor of the Latino Institute and recommended to the Institute to designate a liaison person to establish contact with the Chicago Board of Education to see that teachers who inform parents in regard to the education of their children are not harassed.

ADDITIONAL COMMENTS:

1. Audience: Asked who funds the Latino Institute.
2. Evangelina Holvino, Presenter: Different private foundations. This training program was funded by the Rockefeller foundation.
3. Audience: Where do you get your information to train leaders?
4. Evangelina Holvino, Presenter: It's a self-developed curriculum.
5. Audience: What states does the Latino Institute cover?
6. Evangelina Holvino, Presenter: It covers only the Chicago area.
7. Audience: Recommended to ask the U.S. Department of Education to set aside monies for publications and materials for bilingual parental involvement.

Topic: Migrant Education: Closing the Gap

Presenter: Jesse Soriano, Director, Bilingual Education Office
Michigan State Department of Education, Lansing, MI.

Reactors: Miguel A. Carranza, University of Nebraska-Lincoln
Lincoln, NE.
Laurencio Peña, Michigan State Department of Education,
Lansing, MI.
Elena Chávez-Mueller, Department of Public Instruction,
Madison, WI.

Moderator: Aurelio Larry Jazo, Illinois State Board of Education
Springfield, IL.

Recorder: Alfredo H. Benavides, University of Iowa, Iowa City, IA.

HIGHLIGHTS OF PRESENTATION

In the Latino's quest for excellence and progress in education, one of the things that has been overlooked is the migrant population. While there has been a great concern for bilingual education, the one group that probably needs more help than any other group in the country --migrant children --has been neglected. Records show that there are about half a million or more migrant students and that the vast majority of those students (80% or more) are Latinos. There are four factors in regard to migrant children.

1. 80% are Spanish-speaking.
2. Most of the student population falls in the early elementary grades.
3. Low socioeconomic level. Although no exact figure on the earnings of the migrant worker can be made, it is obvious that the migrant laborer falls somewhere down at the bottom of the earning scale in this country.
4. Erratic mobility. The unpredictable mobility of migrant children is the key factor in the education of the migrant.

The title of this presentation, Closing the Gap, not only means the gap of equal educational opportunity but also an actual gap in the continuity of education. In order to achieve continuity of instruction for migrant children, the following components must be looked at:

1. Teachers' Skills. Teachers in this country are trained to teach in ten-month schools. They write their materials and their lesson plans on a ten-month basis. They also have ten months to develop rapport with their students. Obviously, this is not possible with migrant children. Teachers of migrant children have to be trained to teach one day at a time. They have to be trained to develop some assessments that can take place immediately. Teachers have to be able to work with those students today and prepare them for today.
2. Curriculum and Materials Textbooks are written to cover one year (ten months). An overabundance of information is given so the teacher can choose the concepts and spread them over the year. Teachers of migrant children should teach the abstractions or concepts of a curriculum quickly. Materials for the migrant children must be rearranged so that concrete and abstract are brought together in one or two days. Resources like family members have to be used for concepts that need reinforcement.
3. Tests. Standarized testing measurements and evaluations are not designed for short-term programs. The migrant teacher needs immediate feedback, and there are no test instruments for short-term treatment. Teachers of migrant children need to learn how to evaluate student skills as they are demonstrated in classroom activity.
4. Communication between Teachers and Schools. This is the most important of all. Teachers have to be able to communicate about the youngster's

performance. They have to be able to communicate quickly with the previous schools in order to know exactly where they are and start teaching those concepts immediately.

Taking these four critical areas into consideration, migrant education has done the following in the past fifteen years:

1. In regard to teachers' skills, migrant education has had extensive inservice training across the nation. Frequent workshops have provided teachers with the opportunity of exchanging information and being in close communication. This, in turn, has provided some degree of continuity.
2. Another good thing that migrant education has done is the computerized information system. Teachers are now able through the computer to exchange information about the students' performance. Via the computer, the teacher can find out the areas where the student shows some strength or weakness.
3. Closely related to the computer system is the development of an objectives skills list where the kind of skills that a student needs in a subject area can be pinpointed. This responds to the need of providing quick instruction in a very short period of time.

REACTOR'S COMMENTS:

1. Laurencio Peña: He agreed with the major points of concern and added two observations in order to close the gap. Bilingual education is dealing with the political issue of Hispanics, while migrant education is taking a more practical approach. What is needed then is to coordinate and bring both together to concentrate the efforts for better service. This coming together is the essence of closing the gap.

The other challenge that should be confronted with regard to the education and health of migrants is exposure to chemicals used in the fields. Research should be undertaken to find out if the low achievement of migrants is attributed to chromosome and mental damage caused by chemicals used in the fields.

2. Elena Chávez-Mueller: She reiterated all of the concerns that were listed in the presentation and reacted to the issue of mobility as the reason for underachievement in the academic areas. The underlying reasons for underachievement are based on the poor attitudes of administrators, school board members, teachers, and communities that do not understand the migrants and their children. Inservice workshops should be offered not only to teachers of migrant children but also to the regular classroom teachers. Bilingual education programs and migrant programs could work hand in hand to provide this training.

3. Miguel Carranza: He pointed out that many of the arguments that have been made against migrant education have been made before against bilingual education. These arguments should be known and used to combat resistance to change, which is the basis for most of them. Currently, migrant education is looked on as a luxury. Mr. Soriano's presentation dealt with four components: teachers' skills, curriculum and materials, tests and measurements, and communication networks. All these have three characteristics. They are:

   1. very traditional

2. very rigid in structure

3. resistant to change

In talking about the future, emphasis should be put on teacher training in terms of short-term and long-term changes. A drastic change in the entire nature of the educational system as it relates to migrant children should take place.

AUDIENCE COMMENTS:

1. Alfredo Benavides, Recorder: Commented that the effect of pesticides on migrant laborers has been documented and proven.
2. Audience: Referred to the fact that ten-year-old children are forced to work in the fields because of economic problems.
3. Mrs. Ruíz: Questioned the erratic mobility of migrant workers not allowing them to settle down like other minority groups. Consequently, they cannot get ahead nor they can hold higher positions. Why this migration? Why keep on moving and looking for a job? She suggested agrarian reform that would allow workers to have a piece of land and work it for themselves.
4. Jesse Soriano, Presenter: Responded that people should be allowed to choose what they want to be and that the educational system should be able to accommodate them. Migrants choose to do that and the system should be able to accommodate them.
5. Audience: What can be done to attract more bilingual bicultural teachers to migrant education? There are not many bilingual/bicultural teachers in the migrant programs.
6. Miguel Carranza, Reactor: Teachers prefer going into bilingual education because they see it as a more stable position.

7. Audience: How effective would it be to have a teacher from the migrant's home base who would travel and be just as mobile as the migrant?

8. Jesse Soriano, Presenter: That would be perfect if you could do it. It has been tried, but there is a problem. Migrant families used to move around in large groups; however, that no longer happens. Individual families move in all directions now, depending on the weather and the crops.

Topic: Psychological Services and Counseling for Latino Children

Presenter: Marco A. Martínez, Chicago, IL

Reactors: Pablo R. Ruíz, Migrant/Bilingual Education Program, Saginaw, MI
Josefina Ballesteros-Gross, School Association for Special Education in DuPage County, Illinois
Julio Almanza, St. Paul Public Schools, St. Paul, MN

Moderator: Salomón Flores, University of Wisconsin/Milwaukee, Milwaukee, WI

Recorder: Diana González, Waukesha County Technical Institute, Pewaukee, WI

HIGHLIGHTS OF PRESENTATION

The paper outlined the historical perspective of psychological testing. It focused on Latino children and showed that psychological testing has been basically one of intelligence testing. This testing also seemed to imply that the school system was and is satisfactory and therefore it must be the child who needed to be changed. Banning tests has not banned, and will not ban insensitivity, ignorance, or negligence from schools. Present psychological services are only a sympton of more basic difficulties. A change of attitudes seems urgent. Schools should recognize, encourage and develop the knowledge children have of their own language and native culture. Evaluation should result in positive growth for the child being tested, and for the educators to better implement educational strategies. Assessment should be a team effort in which parents not only give permission but are essential members of the evaluation procedure. Any change in the evaluation procedure is pointless unless it follows a liberalization of present educational objectives, to make them consonant with the child's abilities and culture. It is urgent that educators, parents, and other personnel begin working in enriching programs to change education. How long must Latino children wait before equality of opportunity in education is granted to them as a right?

REACTORS' COMMENTS:

1. Pablo R. Rufz: felt that presentor Martínez did a good job of providing a brief, but concise history and description of testing as it has developed. Rufz felt that for as much as five generations this testing information has been used and misused by education officials to prove preconceived points, that Hispanos simply could not perform up to standards. Today, research and evaluation is being used more extensively and intensively, but not to determine where and how we must retool, but rather to show how migrant and bilingual programs are failing Hispano children. We have been victimized by the testing procedures of the past. It dawned on us recently, as Hispanos, to stop blaming children. We began to challenge the myth that the schools were satisfactory and the child had to change. A well known adage is "when we think we have the answers, they change the questions." Testing is being used in reckless ways--not for the educational betterment of children, but rather as a political tool under the guise of accountability, standardization, and consistency. As we become proficient in this (testing) area, the "system" is busy changing the rules. We must be vigilant and insist that quality education is not negotiable, ... that testing must not be used to set limits to the services the schools provide, but to find where we are lacking, so we can retool.
2. Josefina Ballesteros-Gross: agreed that Martínez' paper outlined the facts very well. She was moved and upset by the long lasting damage inflicted upon Latino students by the American educational system. As advocates for Latino children, we must seek possible

and realistic alternatives to provide quality education for all children. We must view the role of psychological services within the context of instructional intervention. Ballesteros-Gross spoke of HB 94-142. Recent changes in this law present a much broader concern than simply the fairness of tests and test items for minority groups. The broader issue is a concern with abuse in the entire process of using assessment data to make decisions about students. The whole process of assessment is a decision making procedure, one in which assessment, strategies, and techniques should be dictated by the kinds of decisions to be made and/or the functions to be served. Nondiscriminatory assessment can be approximated by using data on intervention effectiveness rather than data obtained for norm-referenced tests to make most types of educational decisions. An enrollment policy could be initiated requiring that most children have access to the continuum of educational services in the least restrictive environment (regular classrooms). Non-discriminatory assessment will not be achieved only by developing fair tests, although, even if fair tests were available, there would still be considerable bias in the decision making process. We must have accurate data. Teachers must be accountable. Service should be provided on the basis of demonstrated and documented intervention effectiveness as the child moves through the continuum of services. This process for the implementation of non-discriminatory assessment within the intervention process should significantly reduce the numbers of children falsely identified and placed in alternative educational programs.

3. Julio Almanza: agreed that psychological assessment has been primarily intellectual assessment. He wondered if such an approach is

of any benefit to our children. There is no question in his mind that the educational system doesn't work for minority children in general. The verdict is still out on the value of intellectual assessment. He sees a move away from the issue of deficit assessment. We need to focus on the issue of the assets of the child. We must find ways to help children rather than to justify why they have not achieved. We, as bilingual educators, are often called upon to assess students. A challenge has been offered to us by our presenter. He sees a need in the assessment process. He suggests some changes. We presently need leadership to affect these changes.

AUDIENCE COMMENTS:

1. Leonel Campos: "Test results are dependent on the environment. Psychological tests are one of the greatest technological achievements of psychology, but the question of validity continues to be troublesome. We have no obligation to keep using or accepting old tests. Statistics can be argued about. They can be manipulated. We need to start moving in areas of behavioral competencies."
2. Diana González, Recorder: Q. "What do we put in the place of psychological testing?" (Marco Martínez, Presenter) A. "Psychological testing has a richer field ahead if it moves away from IQ testing. Changes in IQ testing are pointless unless you also have changes in the school system." (Diana González, Recorder) Q."Then you see psychological testing as a support mechanism for the child rather than a means of putting the child in a particular environment?" (Marco Martínez, Presenter) A. "Yes."
3. Marco Martínez, Presenter: "If I could talk for all of the Latino

children, I'd say, 'Let me have an opportunity to be a part of your program.' "If children aren't a part of the whole school system, they can't be a part of society."

4. Diana González, Recorder: Q."Ms. Ballesteros-Gross, how can instructional intervention be made a part of the system?" (Ms. Ballesteros-Gross) A. "Psychological services are a part of the total support services of the school. It is direct delivery of services."

ADDITIONAL COMMENTS:

1. The Psychology Department (or whatever department tests students) should offer a test program that will help each individual child. Testing will result in the child being offered a program that fits that child.
2. (Lorenzo Peña, Michigan) In order to come up with the broadest picture possible, we should seriously consider using the teacher's comments and observations and combine these with the psychological observation of the child. Also, parent's comments should be considered, not just in psychological testing, but in everything in the school.
3. Provide pre-school children with psychological and counseling services.
4. Explore feasible steps to see how psychological services can be integrated into the whole school environment. Integrate the psychologists as people, as personnel, as individuals in the process of creating curricula, in the process of creating the right atmosphere, in the process of training teachers, in the whole process of education. Teamwork!

5. A long range plan could be developed for colleges and universities (perhaps with federal funding) to provide training programs for bilingual counselors and bilingual psychologists.

Topic: Hispanic Students and the Interface between Desegregation and Bilingual Education in Three Major Midwestern School Districts.

Presenter: Ricardo Fernández, Director, Midwest National Origin Desegregation Assistance Center, Milwaukee, WI.

Reactors: Carmen Velásquez, Bilingual Education Service Center, Arlington Heights, IL.
Jack Ramos-Needham, National Origin Desegregation Assistance Center, Milwaukee, WI.
Pete Urdiales, State of Nebraska Mexican American Commission, Lincoln, NE.

Moderator: Fred Rodríguez, University of Kansas, Lawrence, KS.

Recorder: Leodoro Hernández, Bilingual Teacher Training Program Indiana University Northwest, Gary, IN.

HIGHLIGHTS OF PRESENTATION

Spurred on by what were perceived to be significant victories, Hispanic and other language minorities throughout the United States have turned to federal courts and/or federal agencies to seek relief for unmet needs. Often, their demands are based on the group's preference for programs which go beyond the minimal remedies prescribed by law or regulation, which are mainly compensatory and transitional in nature. This demand translates into an advocacy for bilingual bicultural programs which although aimed at students with limited proficiency in English, can include those having some ability in English. New curriculum materials and staff are necessary to implement these programs which, in addition to teaching students English, place emphasis on developing communication skills in a language other than English and in the pupils home cultural and historical traditions.

Segregated housing patterns, together with past discriminatory policies by school boards with little or no minority students of various backgrounds are deprived of educational opportunities. It is in this context that litigation to desegregate schools enters in the picture, and it is here that

the dual thrusts (desegregation and bilingual bicultural education) come in contact and possible conflict.

In order to protect the interests of Hispanic students, bilingual bicultural programs should be created at schools where Hispanic children are to be transferred. Hispanic groups, often assisted by the Mexican American Legal Defense and Education Fund, the Puerto Rican Defense and Education Fund and others, have intervened in a number of desegregation cases. These interventions have succeeded in obtaining recognition by courts, school districts and Black plaintiffs of the unique educational needs of Hispanos and other cultural and linguistic minorities and of the programs they advocate to meet their needs.

Today segregation appears to be increasing for Hispanos. Placement of Hispanic children in disproportionate numbers in classes for retarded children is a painful example of yet another type of segregation.

In various districts, problems have arisen in the identification of Hispanics and their classification as either white or non white for purposes of student and staff assignments. Different solutions have been proposed and attempted in each city, with mixed success. The stage of implementation varies with each district for race as well as national origin desegregation, making the case study approach necessary in order to collect all pertinent data related to both processes. Similarities and differences in the approaches and programmatic content which emerge need to be documented, analyzed and compared across districts so that effective strategies and solutions can be highlighted and shared with policy makers, legislators, enforcement agency staff and school administrators.

REACTORS' COMMENTS:

1. Pete Urdiales: There are three major problems to be considered. They are:
   a. Population (most common problem)
   b. Little or no information readily available
   c. Enforcement of desegregation ends up in court with nothing being accomplished.

   Bilingual education by itself is not the total remedy to our inadequate educational process, but it is a portion of an ethical and essential part of the total picture of desegregation.
   The most powerful force is the parents in the community. People don't understand desegregation and therefore don't know how to fight for it.
2. Carmen Velásquez: Self determination doesn't have color and belongs to all of us as human beings. We all want the same thing but we are going about it in different ways. Education gives children options as human beings.
3. James Ramos-Needham: In Texas, Chicanos were alienated from public schools which neither wanted them, nor educated them. There was one exception to this. During enrollment time, public school administrators wanted Chicanos in their schools so that they could increase their state-aid. However, after the enrollment count was over, the enthusiasm rapidly diminished. This attitude has led Hispanics to consider enrolling their children after the enrollment deadline. The rationale for this action is that if the schools need Hispanics for funding purposes, but yet fail to educate them, tax dollars generated by Hispanics are being wasted.

RECOMMENDATIONS - EVALUATION

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RECOMMENDATIONS

Higher Education: "Hispanics in Higher Education"

- Consistent and accurate data must be collected.
- A Midwest Council of Higher Education should be established. Such a council should be responsible for:
  - . improving Hispanic student enrollment and retention.
  - . assisting in the development of support services.
  - . better informing Hispanic students.
  - . increasing secondary school preparation through pre-college courses based on career-awareness.
  - . encouraging Hispanic student involvement in a variety of fields, and
  - . establishing crossover progress between junior and senior colleges.

Higher Education: "Research Issues for Hispanics"

- Specific federal funding must be identified within present funding sources (non Title VII) and be set aside for the Midwest to support:
  - . Hispanic research by Hispanic groups.
  - . formula aid to colleges, both two and four year, for outreach programs and special support services, e.g., financial aid, career counseling, and tutoring, and
  - . affirmative action in the hiring of college personnel, particularly professors, instructors, and counselors.
- In order to address the scarcity of qualified teachers, the Department of Education should initiate non-competitive scholarships and fellowships to all teacher trainees or teachers qualified and desiring to become bilingual teachers. These efforts should extend beyond the funds presently available through Title VII grants.

Higher Education: "Community Colleges and Hispanics"

- Community colleges should expand their counseling services and curriculum in order to help more Hispanics succeed after transferring to a four year institution.

- Community colleges should provide the necessary counseling and curriculum that would encourage a greater number of Hispanic students to pursue more than two years of college education.

- Community colleges must not be used as a further expansion of a tracking system that has become evident in the secondary schools of our nation.

- Community colleges should establish a strong literacy program for the entire community.

- There should be more flexibility for further formulation of intensive training programs, e.g., open entry and exit, hours of attendance.

- There should be an inducement of linkages for community based organizations to participate in setting up programs that are concerned with the employment, training, and retraining of people in community programs such as CETA.

- More Hispanics who can go to local areas to encourage the education of Hispanics should be employed at regional levels.

Bilingual Education: "Career, Vocational, and Technical Education"

- There must be a fiber of hope and faith as the problems of vocational and career education are attacked.

- Staff, administrators, and instructors who are competent in vocational/career/technical education must be hired. A Latino may not be the most qualified person.

- There is a need for accountability in terms of monitoring and evaluation not only of programs, but also of the effort made in providing comprehensive and equitable career/vocational/technical education.

- The community, business, labor and "la gente" must become involved in these programs because the majority of students who do not go on to college must make career decisions.

- Other workshops, conferences, and task forces should be charged with the responsibility of establishing alternatives to the issues being discussed. These alternatives should then be prioritized and placed into a delivery matrix, and the actors who will be involved should be identified.

- The monitoring and evaluation alternatives that have been identified should be assigned as a prime function to those agencies that are responsible for funding.

- Every effort should be made to get policy statements.

Bilingual Education: "Special Education"

- The following concerns should be presented to the appropriate authorities and decision-making individuals at all levels so that action for improvement may be taken:

  . testing and diagnosis is still being done without regard to language and culture differences.

  . there is an overemphasis on the use of funds rather than on the adequacy or quality of services for categorical problem areas.

  . there is a high proportion of Hispanic children in special education, with a low representation in talented and gifted programs.

  . many limited English proficiency children now enrolled in Special Education should instead be receiving Bilingual Education for the appropriate services.

  . there is displacement of Hispanic children in socially maladjusted classes.

  . there is a lack of qualified bilingual special education teachers and other school personnel.

  . there are inconsistencies in the interpretation and application of federal, state, and local rules and regulations in order to suit the needs of administrators or schools.

  . there is a lack of awareness of the rights of handicapped children by Hispanic parents and communities.

  . most tests and curriculum materials are biased and/or irrelevant.

  . there is a lack of procedures to monitor evaluators and evaluations.

  . there is a lack of adequate teacher training of bilingual special education teachers.

  . there is a lack of understanding and appreciation of intergroup cultural, social, and economic differences by Hispanics and bilingual teachers.

  . there is a need for more funding for bilingual special education programs.

Bilingual Education: "Parent and Community Involvement"

- The U. S. Department of Education should provide more money for parent involvement.

- Some of these funds should be used for the development and dissemination of national and regional models, as well as information booklets in English and Spanish dealing with parent involvement.

- Each program area should earmark funds for training in parent self development, e.g., career and vocational education, so that parents may develop along with their children by continuing their own education.

- The responsible agencies should tighten up requirements and compliance of guidelines in school districts that are not implementing bilingual programs.

Elementary/Secondary Education: "Migrant Education"

- Inservice training should include non-migrant teachers as well as migrant teachers.

- Bilingual education and migrant education must be brought together, perhaps through dual training programs.

- Administrator and staff attitudes toward migrant children and migrant education need to be improved.

- Classroom methodology must be improved.

- Research must be carried out. One topic of concern is pesticide and herbicide poisoning and their impact on migrant children's ability to learn.

Elementary/Secondary Education: "Psychological Services and Counseling"

- The testing procedure should be used to develop programs for children individually.

- Teachers' observations should be utilized, along with test scores.

- Parents should be more involved in schools in relation to testing, observation, and developing programs for children.

- Psychological services should be used in preschoolers for early identification.

- The use of psychological services to change the environment should be explored.

- Colleges and universities should provide training programs for bilingual counselors and psychologists.

- Norm referencing of tests should include all minority children.

Elementary/Secondary Education: "Desegregation and Hispanics"

- Any desegregation plan needs the Hispanic community's input before, not after, any plan is formulated.

- Any desegregation plan should not exclude the linguistic needs of Hispanic students.

- There must be a systematic means for identifying limited English students.

- More research is needed in bilingual education as it relates to desegregation.

- Bilingual education, desegregation and other programs for Hispanic children must go hand in hand and each must know what the other is doing.

- A coordinated effort is needed with bureaucracies at all levels to assure that Hispanic children get the best education possible.

EVALUATION FORM

The following is a compilation of the evaluation forms completed by those in attendance at the Midwest Conference on the Education of Hispanics. Participants were asked to indicate in the chart below the extent to which the conference was successful in identifying the important issues and in preparing recommendations for policy making in the particular sessions they attended. The additional questions pertained to the design of the conference and meeting conference goals.

SUCCESS IN IDENTIFYING IMPORTANT ISSUES			AREA OF CONCERN	SUCCES IN MAKING POLICY RECOMMENDATIONS		
HIGH	MODERATE	MINIMAL		HIGH	MODERATE	MINIMAL
16	24	5	1. Higher Education and Hispanics	6	25	12
8	11	5	2. Career, Vocational, and Technical Education	5	13	6
9	8	3	3. Migrant Education	1	15	3
11	14	5	4. Research issues for Hispanics	8	13	8
8	12	4	5. Special Education	4	13	4
9	10	4	6. Psychological Services and Counseling	5	10	6
8	9	9	7. Community Colleges and Hispanics	3	9	11
9	19	3	8. Parent and Community involvement	6	17	4
10	16	6	9. Desegregation and Hispanics	8	12	13

A. Was there enough opportunity for registered participants to present their views and ideas regarding specific areas of concern? (31) Enough (15) Very limited (25) Not enough

B. Were the general sessions relevant to the Hispanic Education Issues? (38) Highly relevant

C. Please rate the conference arrangements. (43) Excellent (28) Good (3) Fair

D. To what extent were conference goals achieved? (20) Great extent (41) Moderate extent (7) Minimal extent

The comments by participants reinforced the numerical data recorded in the above chart and questions. In general, participants were satisfied with the Midwest Conference while citing a need for more time allotted to audience participation.

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